

**Lockport City School District**  
**Grade 4 Process-Driven Culminating Task for Unit 3 Aligned Rubric**

**Directions:**

Compare/Contrast different accounts of the Civil Rights Movement and use what was learned from text to develop and support an opinion on how lessons learned from this movement are seen and applied in our community.

**Successful writers will demonstrate:**

Write opinion pieces on topics or texts, supporting a point of view with reasons, and information. **(W.4.1 a-d)**

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas or grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (*e.g., for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources **(W.4.8)**.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

IDEAS	WRITER'S VOICE	ORGANIZATION
<p><b>EXPERIENCED</b>_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p><b>EXPERIENCED</b>_____</p> <p>I know my stuff. People can trust what I am saying because I sound like an expert on this topic.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My opinion is clearly stated. I use lots of details and examples to support my opinion. I provide a concluding statement related to my opinion.</p>
<p><b>DEVELOPING</b>_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p><b>DEVELOPING</b>_____</p> <p>I know a lot about this topic. People can learn some important things from me. I sound like I've been learning a lot.</p>	<p><b>DEVELOPING</b>_____</p> <p>My opinion is developing. I use some details and examples to support my opinion, but they don't always support what I've written. I provide a concluding statement that may or may not support my opinion.</p>
<p><b>BEGINNING</b>_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to</p>	<p><b>BEGINNING</b>_____</p> <p>I am still learning about this topic. I'm not ready to teach others just yet.</p>	<p><b>BEGINNING</b>_____</p> <p>My writing lacks organization. It's confusing. My opinion is not clearly stated. Details are missing or out of place. I am missing a concluding statement.</p>

## DOCUMENT UR3

CCLS: RI.4.3, RI.4.9, W.4.1a-d, W.4.4, W.4.5, W.4.8

picture what I'm saying.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p><b>EXPERIENCED</b>_____</p> <p>My writing includes rich, precise words, and some of them come from the field that we studied.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>I use a variety of transitions and transitional phrases.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p><b>DEVELOPING</b>_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I use some transitions and transitional phrases.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>

<b>BEGINNING</b> _____ My writing includes misused words.  My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.  I use the same words over and over again.	<b>BEGINNING</b> _____ My writing is difficult to read and understand. This makes it hard to read aloud.  I have a hard time telling where sentences start and stop. There are fragments and run-ons.  I need to use transitions and transitional phrases.	<b>BEGINNING</b> _____ Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.
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EXPERIENCED\_\_\_\_

DEVELOPING\_\_\_\_

BEGINNING\_\_\_\_